

Murray Middle School

921 East Inyokern Road • Ridgecrest CA, 93555 • (760) 499-1820 • Grades 6-8

Kirsti Smith, Principal

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2015-16 School Accountability Report Card Published During the 2016-17 School Year

Sierra Sands Unified School District

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Principal's Message

Murray Middle School is focused on student learning, a bully-free environment, and helping students transition successfully from elementary to middle to high school. The Murray teachers and staff are committed to enriching student knowledge and experiences through relevant curriculum and engaging strategies. They demonstrate this with their dedication to clubs, competitions, athletics and collaboration to bring students the best instruction possible for their success in learning. Murray Middle School is an exemplary school because we include every child in every experience and customize the educational offerings to meet the needs of our diverse population.

This year our goal is to link our students' learning to their everyday life, making their education relevant. We are concentrating on creating a kind atmosphere using Rachel's Challenge Club and its curriculum throughout the school. We have infused an intervention and enrichment program into the school schedule, which allows students who did not master the Common Core Standards to take an extra half hour during the school day to receive intense instruction in their area of greatest need. The goal is to help all students master proficiency in the standards.

The seventh year of the Advancement Via Individual Determination (AVID) program enabled students to understand what it takes to prepare for college and careers. It is our goal that as we work to create a campus-wide AVID program, every child who leaves Murray will move on to high school with skills that allow them to be college/career ready.

Our teachers provide a rigorous level of instruction required for successful mastery of the Common Core Standards, which includes offering college preparatory algebra, honors English, laboratory science, and History Alive. We provide our students with a safe place to learn as supported by the Rachel's Challenge Club. We use a mass phone, text and email message system weekly to inform our families of the upcoming events and any important news students and families need to help students be academically and socially successful.

Teachers use a benchmark assessments program for all subject areas. The curriculum office continued to facilitate collaboration, allowing teachers to meet and analyze the data collected from the assessments. Our ongoing Safe School Ambassadors program helps students identify bullying behaviors and determine how to avoid or get out of difficult situations. A quarterly newsletter, weekly student bulletin, and the school web site are important modes of communication for our school community.

Thanks to many for contributing to the excellence of Murray Middle School.

Kirsti Smith, PRINCIPAL

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	217
Grade 7	211
Grade 8	191
Total Enrollment	619

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	5.7
American Indian or Alaska Native	1.8
Asian	4.7
Filipino	2.9
Hispanic or Latino	23.6
Native Hawaiian or Pacific Islander	0.8
White	59.9
Two or More Races	0.6
Socioeconomically Disadvantaged	48.1
English Learners	5
Students with Disabilities	13.4
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Murray Middle School	14-15	15-16	16-17
With Full Credential	24	22	24
Without Full Credential	3	5	6
Teaching Outside Subject Area of Competence	4	5	5
Sierra Sands Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Murray Middle School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	86.7	13.3
Districtwide		
All Schools	88.9	11.1
High-Poverty Schools	92.8	7.2
Low-Poverty Schools	83.2	16.8

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

The district chooses textbooks from lists that have been approved by the State Board of Education for Grades K-8. Sierra Sands Unified School District holds an annual public hearing prior to the eighth week of school to determine textbook and instructional materials sufficiency.

Textbooks and Instructional Materials Year and month in which data were collected: April 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Glencoe: Literature Course 1 (2010) Adopted in 2012 Holt: Literature and Language Arts (2010) Adopted in 2012 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Go Math! Houghton Mifflin -2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Concepts and Challenges/Science (2003) Adopted in 2007 Holt California Science (2007) Adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	History Alive! The Ancient World (2006) Adopted in 2006 History Alive! The Medieval World and Beyond (2006) Adopted in 2006 History Alive! The United States Through Industrialism (2006) Adopted in 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Ven Comigos adopted ? The textbooks listed are from most recent adoption: Yes

School Facility Conditions and Planned Improvements (Most Recent Year)

Buildings

We are located on an older campus, and our buildings require some repair each year. We have done much work over the years to improve them; recently we completed an extensive cement leveling project and repaired electrical, air conditioning, and phone systems. On campus pride days we have planted new plants and installed new benches funded by donations from the community and the PTO.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

Library

During 2015-2016, we added 275 new books to our library and over 100 gently used books. Our circulation rate was over 20,700 books for the year, and we had one full-time media clerk. Our library remains open during lunch, before and after school, and on special evenings. Students visit with their English classes biweekly to receive library education, and other classes visit as needed to conduct academic research. The library holds activities such as Teen Read Week, book fairs, and the Reading Challenge. These programs are all part of an effort to get students to read books.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/11/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No apparent problems.
Interior: Interior Surfaces	X			No apparent problems.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			No apparent problems.
Electrical: Electrical	X			No apparent problems.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			No apparent problems.
Safety: Fire Safety, Hazardous Materials	X			No apparent problems.
Structural: Structural Damage, Roofs	X			Classroom 13: Water Leak in roof. Classroom 16: Water Leak in roof. Classroom 36: Water Leak in roof. Classroom 37: Water Leak in roof. Faculty Lounge: Water Leak in roof. Library: Water Leak in roof. Office: Water Leak in roof.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Grounds (BackCampus): Asphalt has various size cracks in basketball courts.
Overall Rating	Exemplary	Good	Fair	Poor
		X		
				Our school is in good repair, according to the criteria established by the Office of Public School Construction. Our deficiencies are minor ones resulting from common wear and tear, and there are few of them. We scored between 90 and 99 percent on the 15 categories of our evaluation.

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	58	50	50	50	44	48
Math	38	39	34	34	34	36

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	70	75	74	65	63	61	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	25.4	25.4	25.8

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	193	182	94.3	74.2
Male	93	87	93.6	78.2
Female	100	95	95.0	70.5
Black or African American	12	10	83.3	60.0
Hispanic or Latino	44	41	93.2	56.1
White	116	110	94.8	79.1
Socioeconomically Disadvantaged	88	80	90.9	60.0
Students with Disabilities	19	17	89.5	29.4

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	222	218	98.2	42.7
	7	218	212	97.3	53.8
	8	191	185	96.9	54.0
Male	6	111	110	99.1	33.6
	7	123	120	97.6	41.7
	8	92	89	96.7	53.9
Female	6	111	108	97.3	51.9
	7	95	92	96.8	69.6
	8	99	96	97.0	54.2
Black or African American	6	15	15	100.0	40.0
	7	11	10	90.9	40.0
	8	12	11	91.7	27.3
Asian	6	12	12	100.0	50.0
Hispanic or Latino	6	52	50	96.2	34.0
	7	49	48	98.0	50.0
	8	43	42	97.7	40.5
White	6	127	125	98.4	45.6
	7	137	134	97.8	54.5
	8	115	111	96.5	57.7
Socioeconomically Disadvantaged	6	119	115	96.6	25.2
	7	106	105	99.1	42.9
	8	86	83	96.5	36.1
English Learners	6	12	12	100.0	
Students with Disabilities	6	33	32	97.0	3.1
	7	29	29	100.0	10.3
	8	19	17	89.5	

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	222	218	98.2	39.0
	7	218	214	98.2	41.6
	8	218	214	98.2	41.6
Male	6	111	110	99.1	40.9
	7	123	120	97.6	34.2
	8	123	120	97.6	34.2
Female	6	111	108	97.3	37.0
	7	95	94	99.0	51.1
	8	95	94	99.0	51.1
Black or African American	6	15	15	100.0	26.7
	7	11	10	90.9	30.0
	8	11	10	90.9	30.0
Asian	6	12	12	100.0	58.3
Hispanic or Latino	6	52	50	96.2	34.0
	7	49	48	98.0	35.4
	8	49	48	98.0	35.4
White	6	127	125	98.4	40.0
	7	137	136	99.3	40.4
	8	137	136	99.3	40.4
Socioeconomically Disadvantaged	6	119	115	96.6	22.6
	7	106	105	99.1	26.7
	8	106	105	99.1	26.7
English Learners	6	12	12	100.0	
Students with Disabilities	6	33	32	97.0	6.3
	7	29	29	100.0	10.3
	8	29	29	100.0	10.3

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

We have an active, energetic PTO that works diligently to recruit volunteers. We had over 250 volunteers in 2015-2016. The parents and the community help at Murray on a regular basis. Our PTO has helped us plant trees; build structures; paint school buildings; and raise funds for our student planners, assemblies, student rewards, and individual programs such as the music program. Parents are a major factor in all field trips as coordinators and chaperons. We need Spanish, Finnish, Arabic, and Russian translators at many school meetings.

The engineers on the Navy base bring demonstrations, lectures, and science fair assistance to the students throughout the school year. Our SSC includes parents, students, and staff and is a very important decision making body. The parents on the ELAC are instrumental in developing the English as a Second Language plan. We work with parents of GATE students to create enrichment activities for the students.

The contact person for parent involvement is our principal, Kirsti Smith, and she can be reached in the school office.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

The Safe School Ambassador program is an “insideout” program that allows the adults on campus to understand the workings of the students in their social groups. This program has given the school advance notice on issues that might otherwise have resulted in violence. We continue to have a 40-to-1 student-to-adult ratio for student supervision on the grounds. Our facilities are equipped with phones and intercoms, and staff who are in remote locations have radios for immediate contact. We have a closed campus and require all guests to register with the office and wear a badge. Last year there were no crimes against property.

We revised our safety plan in the fall of 2015-2016 and hold regular fire, lockdown, and earthquake drills. We publicize the procedures for all emergency drills and evacuation four times a year. Students are trained on the various safety procedures once a month throughout the school year. We train staff on proper emergency procedures four times a year.

After each of the drills we have a meeting with the safety team to debrief and to revise any areas that need to be changed. The front office personnel are instrumental in creating a very organized and functional plan for evacuation to an off-campus site. This evacuation drill occurs once a year and has strong parental support.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.8	11.8	13.3
Expulsions Rate	16.8	0.5	0.2
District	2013-14	2014-15	2015-16
Suspensions Rate	7.7	6.7	5.9
Expulsions Rate	0.2	0.2	0.3
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		42.9

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.0
Counselor (Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.0
Resource Specialist	1.6
Other	16.28
Average Number of Students per Staff Member	
Academic Counselor	650

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	22	22	22	5	5	5	12	13	13	1		
Mathematics	23	6	6	6	3	3	9			2		
Science	25	25	25	2	3	3	14	12	12		1	1
Social Science	29	31	31	2	1	1	7	7	7	5	5	5

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Sierra Sands Unified School District provides staff with a minimum of eighteen hours of mandated professional development throughout each school year. Professional development focuses on full implementation of adopted programs, alignment to Common Core State Standards, identification and implementation of instructional best practices, technology proficiency, and data analysis of student performance. Additionally, sites provide professional development throughout the year as outlined in the Single Plan for Student Achievement.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,718	\$42,063
Mid-Range Teacher Salary	\$59,866	\$64,823
Highest Teacher Salary	\$80,940	\$84,821
Average Principal Salary (ES)	\$93,471	\$101,849
Average Principal Salary (MS)	\$99,479	\$107,678
Average Principal Salary (HS)	\$109,594	\$115,589
Superintendent Salary	\$136,000	\$169,152
Percent of District Budget		
Teacher Salaries	32%	35%
Administrative Salaries	5%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5910.74	615.02	5295.72	57904.17
District	♦	♦	5248.53	\$61,647
State	♦	♦	\$5,677	\$67,348
Percent Difference: School Site/District			0.9	-2.6
Percent Difference: School Site/ State			-1.0	-11.3

* Cells with ♦ do not require data.

Types of Services Funded

Our Pasta and pop corn fund-raisers earned over \$5,300 for assemblies, field trips, and supplies. We also used the funds raised to purchase a daily planner for each student and to finance special functions such as the Halloween Dance. Donations from parents helped the music program and after school sports programs and added supplies to the science stock room. We have no supplementary accounts for additional funding.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.